

UNIT PLANNING MAP - SUPPORT SHEET

I

(4) STANDARDS

List the State/District standard(s) that are embedded in this unit of instruction.

(3) THE PREVIOUS UNIT

Unit taught just before the current unit-articulate connection to students.

(1) THE CURRENT UNIT

The current unit (few days to few weeks) of content you are teaching, beyond pages in the book.

(2) THE NEXT UNIT

Next unit you will teach after current unit. Articulate connection to students- Where are we headed next?

(5) KEY CONCEPTS (UNIT FOCUS)

What is the critical content for students to learn, the 2-5 "Big Ideas" embedded in the unit?

(6) ACADEMIC GOAL(S)

The Academic Goal (s) for the unit for a majority of the students in the class, what students will know, understand and be able to do.

MODIFICATIONS FOR:

A-F provide an opportunity to record the specific modifications/accommodations to the goal needed for either specific students or groups of students to meet their needs. This may correspond to specific IEP goals, but is not limited to students with an IEP.

(7) TEACHING STRATEGIES

Indicate the teaching/instructional strategies you will use to teach this unit (i.e. cooperative learning in-groups, graphic/visual organization for whole group discussion, KWL, partners read/paraphrase, technology. etc.)

ALTERNATIVE STRATEGIES FOR:

A-F provide an opportunity to list specific teaching/instructional strategies needed for the individual students or group of students indicated in 6 above to meet their academic goals (i.e. reteaching in a small group, a dva nce/pre- teaching skill, strategic partner for reading text, concept map partially completed, use of technology, etc.)

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(8) OBSERVABLE ACADEMIC DATA (EVIDENCE OF GOAL ATTAINMENT)

How will you know students have achieved the affective goal? Data/evidence is 1)Observable; 2) Can be documented; 3) Not influenced by perspective; 4) Free of evaluative works; 5) Without conclusions drawn.

MODIFICATIONS FOR:

A-F provide an opportunity to list specific alternative data/evidence for the specific students or groups of students listed in 9 below.

(9) AFFECTIVE GOAL(S)

The Affective Goal(s) for the unit for a majority of the students in the class. This may be a social skill needed for group work, an age appropriate skill inherent to the unit, etc.

MODIFICATIONS FOR:

A-F provide an opportunity to record any affective goals that are unique to specific students or groups of students. This will most likely correspond to individual student IEP goals, but is not limited to students with an IEP.

(10) OBSERVABLE AFFECTIVE DATA (EVIDENCE OF GOAL ATTAINMENT)

How will you know students have achieved the affective goal? Data/evidence is 1)Observable; 2) Can be documented; 3) Not influenced by perspective; 4) Free of evaluative works; 5) Without conclusions drawn.

MODIFICATIONS FOR:

A-F provide an opportunity to list specific alternative Data/evidence for the specific students or groups of students listed in 9 below.

**(11) RESOURCES
NEEDED**